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# An Analysis of Second Language Understanding in Young Learners At Public And Islamic Boarding School

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### ABSTRACT

Young learners have the same learning stages in the process, but they will have different results. It is influenced by several factors such as family background or even the learning environment. The purpose of this study was to determine the acquisition of a second language in young students which studying in a different environment in Pandeglang Regency. This research method is descriptive qualitative approach, where the sample is taken from students who study in public schools and Islamic boarding schools. In this study data collection techniques through observation and interviews. In the interview process they were assigned to introduce themselves briefly, and then write it down on paper so that it could be observed to see the results in second language acquisition. Found some differences in the acquisition of a second language, namely English as a result of their learning process in junior high school as a young learner. But in terms of basic things, they can already know and use it.



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### INTRODUCTION

Young learners are agreed to be children from five or six years old who are in the first year of elementary schooling to twelve years old of age. However, the age of children is not necessarily an indicator of how mature they are. Philips (1993) stated that there are several factors influencing the maturity of children. These factors include their culture, sex, environment (city or rural), and parents. Also, their development should be taken into consideration. Some children develop very fast, and others might need more time.

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According to Halliwell (1992), young learners possess good meaning interpretation skills without understanding the actual meaning of individual words. They use the limited vocabulary they know creatively and learn indirectly, as opposed to directly. In addition, their imagination is always ready. They take great pleasure and delight creating fun in what they do and say. Also, they talk about what they did and understand in their mother tongue which helps them to learn. After we know about the young learners and focus for them, we must be sure about the learning process that is carried out and the results obtained. In addition to internal factors, namely parenting or parental background, external factors can also have an effect, such as the environment.

The role of the environment in language acquisition affects every aspect of child development in the learning process, Ellis (1986) emphatically stated that in general, the environment influences language acquisition, which can be classified into two, namely (1) the formal environment and (2) informal environment. In general, the environment that influences language in conjunction with language acquisition is determined into two types, namely formal and non-formal. Formal environment can be interpreted as an environment official. While the informal environment refers to situations that just happen or situations that are not formally established. In other words, the environment of the language acquirer plays an important role in language acquisition second language acquisition.

The formal language environment can be seen in teaching and learning activities in the classroom and also the course venue, while informally it is the interaction between family, friends and also the social community or anywhere as well various other situations that occur naturally. While the informal environment in relation to language, both in terms of acquisition process and learning, the scope is much greater than the formal environment. The school also has an environment that is divided into two, namely public and Islamic boarding schools. In the process of teaching and learning, the formal environment has limits that are made according to predetermined lesson hours.

According to Dulay (1985) that the formal environment is one language learning environment that focuses on mastery of rules or conscious language rules in the target language. So that it has been designed and arranged in such a way as needed. English has 2 hours of lessons a week for junior high schools. But in the process the children will have differences according to the learning environment they feel. Of course the results will vary from individual to individual and cannot be guaranteed success of domestic language acquisition use a second language. Thus, the differences in the learning environment between public schools and Islamic boarding schools are interesting studied further about the role language acquisition environment English as a second language in a young learner environment. Schools and Islamic boarding schools are institutions that have the same goal but differ in their management and each has its own characteristics.

The learning system in the formal school environment is by participating in teaching and learning activities in the morning until noon. Then to ensure the feedback that children get a teacher usually gives homework to be completed, other than that this method is usually used to provide material that has not been presented in class so that children can learn it at home. The case is different with Islamic boarding schools, after they receive formal lessons in the morning and afternoon, they immediately study subjects from a religious perspective. So that the basic difference between Islamic boarding schools and public schools lies in the educational curriculum. Public schools use the curriculum from the government. As for pesantren, in addition to using the curriculum from the government, pesantren also use their own curriculum which focuses more on religious education.

The focus of this research is the differences in the acquisition of the second English language in different environments. Because if we analogize the differences in second language acquisition in public schools, it will be easier to condition and shape students to be able to focus on acquiring

their second language. While Islamic boarding schools with their busy activities can make students focus divided. So that we can see the results of environmental influences on second language acquisition.

## **METHOD**

Deep method this research uses a descriptive method with a qualitative approach. According to Nazir (2011) descriptive method is a method that examines a human group, a subject, or thinking at the moment. Method this descriptive is used by researchers to provide description of the results of data collection that has been done, ie through interviews and recording tests on children. Descriptive method chosen by researchers because this method can provide an accurate picture of the differences that occur in the learning outcomes of second language acquisition. This research will done by observing directly the child is the subject study. Data collected by observing and understand the language spoken and written by research subject. Researchers record every word and uttered by research subjects.

This research carried out during July 2024. This research consists of three stages, First is preparation by communicating with the object. Second, the interview stage by focusing on a simple question, namely "*Introduce yourself*" after oral information is obtained, children will be asked to write down what they have said, so that we can see a comparison between the acquisition of a second language orally and in writing. Third, the withdrawal stage conclusion. In this third stage, re-verification process against the initial data collected.

## **FINDING AND DISCUSSION**

The samples taken were young learners from different educational backgrounds, a public school and a boarding school. Both young learners were 12 years old and attended junior high school. Muhammad Khavya Ramadhan with a background in Almadina Islamic Boarding Junior High School and Delia Citra in public school SMP 01 Cibaliung. Young learners are agreed to be children aged five or six years old who are in the first year of primary school to twelve years old in junior high school. If analyzed in the year they attended primary school, the 2019 and 2020 graduates are the years of the covid-19 pandemic era. So it can be ascertained that teaching and learning activities will not be maximized in its implementation.

In the interview session, the children did not convey much information about their identity, this could be due to: 1) Lack of understanding and information about vocabulary and sentences in English, so that children find it difficult to implement them in speaking; 2) There is a feeling of embarrassment towards researchers so that children limit themselves in answering the questions given. There are two sessions conducted by researchers in taking and collecting data, the first is an interview session and the second is a written session. To get data about English as a Second Language acquisition, a sample with clear objects is needed. In this interview session, children focus more on the basics such as full name and age.

In terms of pronunciation and wording, for the part of explaining the name and age, the children were able to convey it. However, when explaining their hobbies and aspirations, the children's words and sentences were not on target. This writing session features clear answers as children can write down their answers directly. In this session we can see the sentence order, vocabulary and writing. There were some differences in the answers displayed. But overall the children's answers to the questions about brief self-introduction were the same.

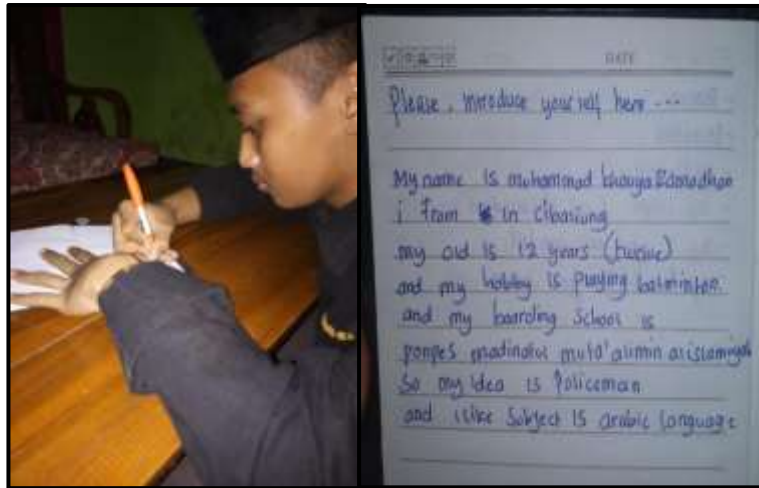


Figure 1. Subject 1 ( Khavya)

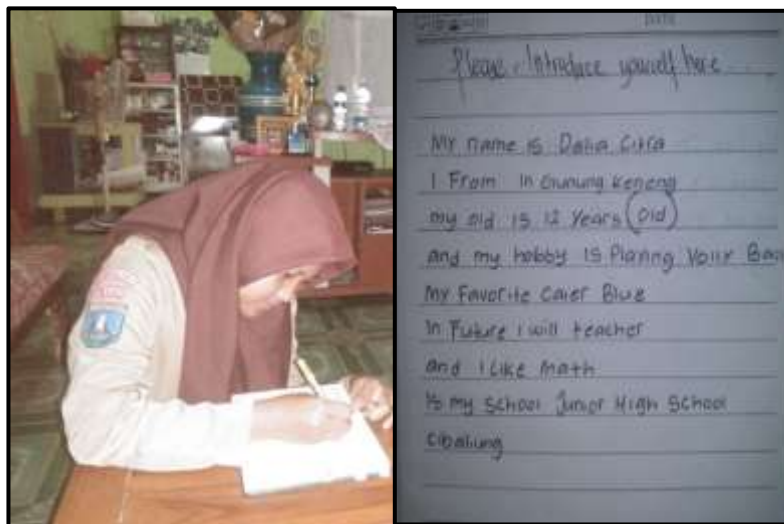


Figure 2. Subject 2 ( Delia)

After making observations, then data is collected and classified in accordance with the analysis that has been carried out.

Table 1. Khavya’s Language Acquisition

Language Acquisition	Annotation
I from in Cibaliung	Minus writing <i>am</i> , omitting <i>in</i>
Playing Batminton	The correct is <i>Badminto</i> , use <i>d</i> not <i>t</i>
My idea is Policeman	The correct way is <i>My dream is</i>
I like subject is Arabic Language	Its mean <i>My favorite subject</i>

Khavya made a mistake in writing the word *Batminton*, which should be *Badminton*. However, the pronunciation in the interview was clear and correct. He wanted to write that his dream was to become a policeman, but she wrote *My idea* instead of *My dream*. *I like subject* was written by Khavya as a description of *My favorite subject*.

Table 2. Delia’s Language Acquisition

Language Acquisition	Annotation
I from in Gunung Keneng	Minus writing <i>am</i> , omitting <i>in</i>
Playing Volly Ball	The correct is <i>Volleyball</i>
My favorite caler Blue	That is <i>colour</i> and must add <i>is</i>
In future I will teacher	Less <i>the</i> for future and <i>be</i> for teacher
Is my school junior hight school Cibaliung	Its mean My school is Cibaliung Junior high school

The difference can be seen in Delia's writing. She uses *spaces* to write volleyball with the word *volly ball*. In writing colour, Delia writes *Caler* for *Colour* and does not use *is* before Blue or the subject. The last mistake is when she wants to explain about the name of her school but the sentence structure is not correct. Delia wrote *Is my school Junior High School Cibaliung*, and the sentence should be *My school is Cibaliung Junior high school*.

### CONCLUSION

From the answers written based on the questions in the interview session, almost all of them have similar mistakes. This can be seen from the writing and the meaning. Khavya made fewer writing mistakes than Delia. But overall, for young learners at the junior high school level, the results of this observation and research can be said to be far from the standards set by the government. A brief introduction of oneself is a basic thing that students should be able to master. The results of the two subjects above are the result of the influence of the lack of learning provided. The important role of parents must also be considered in children's second language acquisition. Especially for junior high school level, general vocabulary should be able to be mastered. Cooperation between educators and families is one of the keys in the production and acquisition of English as a second language. Background can be an important influence in this activity. Public schools or boarding schools must be able to set curriculum and application of teaching and learning activities, especially since English is an international language that must be mastered thoroughly among students.

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